

1.R.1.1 Students are able to **use knowledge** of letters and sounds to **read** text.

Verbs Defined:

- use knowledge – show what I know by saying out loud, and/or in written work.
- read – figure out

Key Terms Defined:

- text – words
- letters and sounds
 - long and short vowel sounds
 - word families (at, an, in, en, et, ot, op, un, ug)
 - consonant digraphs – (sh, th, ch, wh)
 - consonant blends – (consonant “L” and consonant “R” and “ST” blends)
 - separating and blending of sounds to read words

Teacher Speak:

Students are able to use knowledge (show what I know by saying out loud and/or in written work) of letters and sounds to read (figure out) text (words).

Student Speak:

I can figure out (read) words (text) by showing what I know by saying out loud and/or in written work (use knowledge) about letters and sounds:

- long and short vowel sounds
- word families (at, an, in, en, et, ot, op, un, ug)
- consonant digraphs (sh, th, ch, wh)
- consonant blends (consonant “L” and consonant “R” and “ST” blends.)
- separating and blending of sounds to read words (text)

1.R.1.2 Students are able to **read orally** with accuracy, fluency, and comprehension.

Verbs Defined:

- orally -- out loud

Key Terms Defined:

- fluency – reading a text accurately and quickly
- comprehension – understanding what I read aloud
- accuracy – without making mistakes

Teacher Speak:

Students are able to read with accuracy (without making mistakes), fluency (read a text accurately and quickly), comprehension (understand what I read aloud).

Student Speak:

I can

- read without making mistakes (accuracy)
- read a text accurately and quickly (fluency)
- understand what I read aloud (comprehension)

1.R.3.1 Students are able to **identify** similarities and differences in stories written by the same author.

Verbs Defined:

- identify -- show by writing, speaking and/or drawing

Key Terms Defined:

- similarities and differences -- like and unlike

Teacher Speak:

Students are able to identify (show by writing, speaking and/or drawing) similarities and differences (like and unlike) in stories written by the same author.

Student Speak:

In different books by the same author, I can show by writing, speaking and/or drawing (identify) how stories are alike (similarities) and unlike (differences).

1.R.3.2 Students are able to **explain** what authors and illustrators do.

Verbs Defined:

- explain -- tell and/or write

Key Terms Defined:

- authors -- person who writes the story
- illustrators -- person who creates the pictures

Teacher Speak:

Students are able to explain (tell and/or write) what authors (person who writes the story) and illustrators (person who creates the pictures) do.

Student Speak:

I can tell and/or write (explain):

- what the person who writes the story does (author).
- what the person who creates the pictures does (illustrator).

1.R.4.1 Students are **able to locate** the basic structural elements of informational text to **derive meaning**.

Verbs Defined:

- able to locate -- can find by pointing
- derive meaning: understand what is written

Key Terms Defined:

- informational text -- nonfiction
- structural elements
 - print features -- bold and italic print, captions, headings
 - graphic aids -- tables, graphs, diagrams, maps, illustrations, photos
 - organizational aids -- table of contents, glossary, index

Teacher Speak:

The students are able to locate (can find by pointing) the basic structural elements (print features, graphic aids, and organizational aids) in informational text (nonfiction) to derive meaning (understand what is written).

Student Speak:

I can find by pointing (locate) the basic structural elements of nonfiction (informational texts):

- bold and italic print
- captions
- headings
- tables
- graphs
- diagrams
- maps
- illustrations
- photos
- table of contents
- glossary
- index

to understand what is written (derive meaning).

1.R.4.2 Students are able to **explain** the difference between fantasy and reality in print materials.

Verbs Defined:

- explain -- tell

Key Terms Defined:

- fantasy -- make believe
- reality -- real
- print materials -- bulletin boards, calendar, environmental print, big books, books, stories, magazines, and other printed work

Teacher Speak:

- Students are able to explain (tell) the difference between fantasy (make believe) and reality (real) in print materials (bulletin boards, calendar, environmental print, big books, books, stories, magazines, and other printed work).

Student Speak:

I can tell (explain) the difference between make believe (fantasy) and real (reality) in bulletin boards, calendar, environmental print, big books, books, stories, magazines, and other printed work (printed materials).